COMMISSION ON HIGHER EDUCATION
Office of the President

CHED

Report 2005-2006

CHED

Report 2005-2006

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FOREWORD

The Philippine Higher Education System is at present confronted with formidable challenges. It has to undergo radical transformation and renewal if it is to effectively play its unprecedented role in the present day society, if it is to be a vital component of economic, technological and political development in the national and international scenes.

In a world of turbulent changes, there is a need for a new vision and paradigm of higher education, calling for major changes in policies, practices, means of service delivery and linkages with local and global institutions. To realize this vision and effect the necessary changes, it is necessary to re-engineer curricula using more focused and appropriate methods so as to go beyond cognitive mastery of disciplines and apply new pedagogical and didactical approaches.

What the CHED has undergone for the past two years were brought about by this need for a paradigm shift calling for a more focused and comprehensive action plan aimed at systematically changing the critical structures and processes not only in CHED but in the entire higher education system. It should best be remembered that decision-making is never a tidy situation wherein decisions can be made, revised or even reversed. Achieving a goal may simply make the next goal more urgent. Inside every solution are the seeds of new problems and most of the time most things are beyond control. But one thing sure: *We should get things done.*

The Commission is pleased to present this 2005-2006 Report to the entire higher education sector, our stakeholders and clientele as we proudly state in detail our achievements and future plans.

CARLITO S. PUNO, DPA
Chairman

INTRODUCTION

In line with the 10-point agenda of President Gloria Macapagal-Arroyo and the Medium-Term Philippine Development Plan (MTPDP), the Commission on Higher Education (CHED) has been vigorously implementing various high-impact programs and projects along the four major thrusts of the higher education sub-sector, namely:

- **Access and Equity**
- **Quality and Excellence**
- **Relevance and Responsiveness**
- **Efficiency and Effectiveness**

For CY 2005 and 2006, CHED has been able to accomplish the major core of its targets as specified in the MTPDP. The higher education institutions (HEIs), being the partners of CHED in delivering essential educational services to the various clientele, served as major implementers in achieving these targets.

During the past two years, CHED policy and development interventions were focused largely on:

- providing guidance and support to enable the higher education system to produce the human resources needed by the identified key employment generators - or the sectors where employment opportunities are projected to be greatest in the next five years;

- expanding access to higher education among poor but deserving students through student financial assistance programs; and

- promoting/supporting higher education research and extension to mobilize knowledge and technology to contribute to productivity enhancement and poverty reduction.

Hence, significant resources were put into student financial assistance programs and institutional capability building both for CHED and the higher education institutions.

PROGRAM AND PROJECT OUTPUTS

Promoting Access and Equity

Access to Philippine higher education is provided by the 1,679 higher education institutions (HEIs) distributed all over the country: 1486 private colleges and universities, and 193 public institutions comprising State Universities and Colleges (SUCs), Local Colleges and Universities (LCUs), as well as Other Government Schools (OGS) and special HEIs. Although the private HEIs make up 88% of the entire higher education delivery system in the country there is at least one state college in every province.

The total higher education enrolment in Academic Year (AY) 2006-2007 is 2,541,405, registering a slight increase over the previous year's enrolment of 2,451,238. Of this number, 1,676,350 (or 66%) are enrolled in private colleges and universities while 865,055 (or 34%) are in public HEIs.

In AY 2005-2006, the higher education system produced 419,000 graduates, 67% of whom are in Business Administration and related disciplines, Education and Teacher Training, Engineering and Technology, and Medical and Allied disciplines.
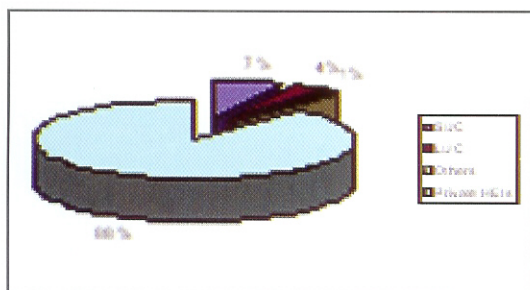
Distribution of higher education institutions by type, AY 2006-2007

CHED adopted two major strategies to improve access to and equity in higher education:

- Broadening access of economically and socially disadvantaged groups to higher education and rechanneling some public resources directly to students to promote greater purchasing power and freedom of choice of educational opportunities; and

- Expanding alternative learning systems/modalities of higher learning

The CHED programs/projects for broadening access to higher education opportunities, especially among disadvantaged groups are: Student Financial Assistance Programs, Ladderized Education Program (LEP), Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) and Distance Education (DE).

Student Financial Assistance Programs | 1

For AY 2006-2007, CHED provided a total funding support of P411,204,500 to 41,704 beneficiaries nationwide under 16 student financial assistance programs categorized into Scholarship, Grant-in-Aid and Student Loan Programs. (Table 1)

Three new grant programs were initiated in 2006:

- Philippine National Police Study Grant Program (PNP-SGP) with an initial allocation of P10 Million;

- Study Grant Program for the Dependents of Tabacco Growers with an allocation of P550,000; and

- Emergency Financial Assistance for Students or E-FAST with a funding of P190 Million

PNP-SGP is for the qualified dependents of PNP personnel, with highest priority to sons/daughters of personnel who were killed in the actual performance of duty (KIA), discharged due to complete disability (CDD), wounded or incapacitated in line of duty.

The Study Grant Program for Dependents of Tobacco Growers (CMO No. 58, s. 2006) is intended for said dependents who enroll in SUCs.

As stated in CHED Memorandum Order No. 26, series of 2006, the E-FAST program provides a special study grant to students belonging to the low and middle income families who are encountering economic difficulties. With the grant, student grantees are able to enroll in a course or apply for any curriculum year level in any public or private higher education institution.

The PGMA-HELP (CMO 25, s. 2006) addresses the financial need of students particularly those studying in private colleges and universities and who are in their 3rd year or 4th year. It is intended for those whose allowance for tuition may be delayed due to force majeur or other unforeseen or unavoidable circumstances.

Table 1. Beneficiaries of Student Financial Assistance Programs, 2005-2006 and 2006-2007

CHED REGULAR PROGRAMS	2005-06 # of Beneficiaries	Total Funding	2006-07 # of Beneficiaries	Total Funding
I. Scholarship Program (Merit)				
1 State Scholarship Program (SSP)				
National Scholarship Program (NSP)			944	28,320,000
2 Regional Scholarship program (RSP)			1,673	40,152,000
Private Education Student Financial Assistance Program (PESFA)	13,742	199,259,000	9,840	142,680,000
3 CHED Scholarship Program for the Bright Mindanaoan Muslims			88	2,640,000
Sub-Total	*15,763*	*231,595,000*	*14,399*	*243,456,000*
II. Grants-in-Aid Programs				
4 Program for Persons with Disabilities			31	744,000
5 Program for National Integration Study Grant Progran (NISGP)	865	12,975,000	745	11,175,000
Selected Ethnic Group Educational Assistance Program (SEGEAP)	977	14,655,000	618	9,270,000
Scholarship Program for Indigenous and Ethnic Peoples (SPIEP)	396	5,940,000	242	3,630,000
6 Student Scholarship Program in BSE for Selected SUCs (SSP-BSE-SSUC)	51	25,000	45	450,000
7 Office of the Presidential Adviser on Peace Process-CHED Study Grant Program for Rebel Returnees (CHED-OPAPP-SGPRR)	339	3,390,000	234	2,340,000
8 DND-CHED PASUC Study Grant Program	383	1,915,000	462	2,310,000
9 Study Grant for Solo Parents and their Dependents (SG-SP)	28	406,000	38	551,000
10 Study Grant for Senior Citizens or Elder Persons (SG-SC)*				
11 Iskolar ng Mahirap na Pamilya (IMP)	127	1,270,000	94	940,000
12 CHED Senate Study Grant Program (CHED-SSGP)	422	2,110,000	378	1,890,000
13 Philippine National Police Study Grant Program (PNP-SGP)**			484	10,000,000
14 Study Grant Program for the Dependents of Tobacco Growers**			110	550,000
15 CHED Study Grant Program for Congressional Districts (CSGP-CD)	21,589	107,945,000	23,321	116,605,000
Sub-Total	*25,177*	*150,861,000*	*26,802*	*160,455,000*
III. Student Loan Programs				
16 Study Now-Pay-Later-Plan (SNPLP)	716	10,382,000	503	7,293,500
Sub-Total	*716*	*10,382,000*	*503*	*7,293,500*
Total for CHED Regular Programs	*41,656*	*392,838,000*	*41,704*	*411,204,500*
Pump Priming Projects				
1 Emergency Assistance for Students (E-FAST) Program***			9,500	190,000,000
2 PGMA Higher Education Loan Program (PGMA-HELP)***			10,750	215,000,000
3 Tuition Fee Support Fund for SUCs				285,000,000
Total for Pump Priming Projects			*20,250*	*690,000,000*
GRAND TOTAL			**61,954**	**1,101,204,500**

* No takers

** New program (2006-2007)

*** Estimated number of grantees for the E-FAST PGMA-HELP Programs at P20,000 per School Year (2 semesters) per grantee

NOTE: All students enrolled at SUCs benefited from Tuition Fee Support Fund due to non-increase in tuition
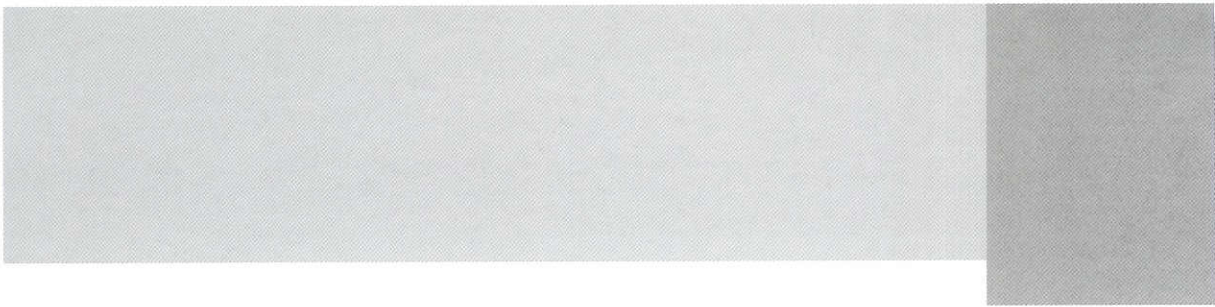
The LEP was launched in Malacañang Palace with President Gloria Macapagal-Arroyo as special guest. Also in the photo are: Presidential Adviser Arturo Yap Jr., CHED Chairman Carlito S. Puno and TESDA Secretary Augusto "Boboy" Syjuco.

The CHED and the Technical Education and Skills Development Authority (TESDA) launched the Ladderized Education Program in May 2006 in Malacañang Palace with Her Excellency President Gloria Macapagal Arroyo as guest speaker.

Ladderization allows the recognition of units earned in technical vocational programs in TESDA-registered schools for equivalent academic units in CHED-recognized programs and institutions. It also enables students to get out of the education system to join the workforce and later re-enter at any level in the education ladder. Thus, ladderization would enable more Filipinos to upgrade their capabilities while seeking employment either as salary workers, professionals or entrepreneurs.

Pursuant to Executive Order (EO) No. 358, s.2006 entitled "To Institutionalize a Ladderized Interface between Technical – Vocational Education and Training (TVET) and Higher Education (HE)," CHED issued four (4) CHED Memorandum Orders - (CMO Nos. 35, 36, 37 and 38, series of 2006), containing the Policies, Standards and Guidelines (PSGs) and the procedures for granting authority to operate ladderized programs.

With the help of technical experts, curriculum writers and institution administrators, CHED developed model ladderized curricula for the following programs:

- Bachelor of Agricultural Technology
- Bachelor of Science in Marine Transportation
- Bachelor of Science in Marine Engineering
- Bachelor of Science in Hotel and Restaurant Management
- Bachelor of Science in Tourism Management
- Bachelor of Science in Travel Management
- Bachelor of Science in Nursing thru Midwifery
- Bachelor of Science in Information Technology

Credit transfer matrices for the following programs were also developed:

- Bachelor of Science in Marine Transportation
- Bachelor of Science in Marine Engineering
- Bachelor of Science in Agriculture
- Bachelor of Science in Fisheries
- Bachelor of Science in Criminology
- Bachelor of Science in Hotel and Restaurant Management
- Bachelor of Science in Tourism Management
- Bachelor of Science in Travel Management

By year end, 181 higher education institutions had agreed to offer ladderized education programs.

Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP)

In the photo are new ETEEAP graduates inducted at San Jose Recoletos Auditorium, Cebu City, March 2006

The ETEEAP, a system of accrediting skills and competencies acquired outside the formal education system, is being implemented through deputized HEIs strategically located all over the country.

The deputized HEIs are CHED's partners in providing opportunities for qualified working undergraduates to earn their academic degree through equivalency and accreditation. The deputation of the Philippine Women's University, Manila for the Bachelor of Science in Hotel and Restaurant Management (BSHRM), and St. Joseph's College, Quezon City to offer an additional program–Bachelor of Science in Business Administration (BSBA), increased the number of deputized HEIs to 88. Also in process for deputation is Saint Joseph's Institute of Technology, Butuan City. This will be the first ETEEAP-deputized higher education institution in CARAGA. There is continuing evaluation of institutional and program capabilities of other prospective HEI candidates for the program.

Programs being offered via ETEEAP consist of 50 undergraduate and 20 graduate programs. In response to growing demand, there is a plan to add a graduate program in Criminology. The competency standards for MS Criminology were developed and submitted for consultation and public hearing in 2006.

Since AY 1999-2000, the ETEEAP has produced a total of 2,438 graduates in various disciplines, with the biggest number in Engineering, Technology and Architecture (219), Criminology (207) and Business and Management (107).

To demonstrate the growing importance of this program, the Technical Committee for ETEEAP was elevated to the status of Technical Panel with seven new members to provide expertise in the review of policies that will ensure effective and efficient program implementation.

Distance Education (DE)   4

Distance Education is a mode of educational delivery whereby teacher and learner are separated in time and space, and instruction is delivered through specially designed materials and methods using appropriate technologies, and supported by organizational and administrative structures and arrangements.

The Commission issued CMO No. 27, s. 2005 otherwise known as the "Policies, Standards and Guidelines for Distance Education" to ensure that HEIs are properly implementing DE as an alternative delivery mode mindful of the prescribed quality standards while allowing wider access to higher education programs.

In addition, the Commission lodged in the Technical Panel for Distance Education the concerns on transnational education provision. The Policies, Standards and Guidelines for Transnational Education and COE selection instrument are under review and reformulation.

At present, there are 68 DE programs (13 certificate/diploma, 41 baccalaureate, 11 masteral and 5 PhD) being implemented by 17 HEIs. There are 4,652 students enrolled in the various DE programs.

Table 2 presents a summary of participants/beneficiaries of alternative modalities of higher learning.

Table 2. Participants in Alternative Modalities of Higher Education, 2006

Modality	No. of Academic Programs	No. of HEIs	No. of Graduates
Ladderization	293 (8 disciplines)	181	-
ETEEAP	70	88	491
OLDE	68	17	791

Upgrading Quality of Higher Education

As articulated in the Medium-Term Philippine Development Plan, programs and projects for upgrading quality and enhancing relevance of higher education reflect the following strategies:

- Improving the quality of higher education institutions, programs and graduates to match the demands of domestic and global markets; and

- Strengthening research and extension activities in HEIs

The Higher Education Development Project (HEDP) 2004-2009, a set of reform-oriented interventions aimed at achieving the major goals of the higher education subsector, has two big components that specifically address the quality concerns. These are:

- Strengthening quality assurance systems through
  -- international benchmarking and upgrading of standards,
  -- accreditation, and
  -- institutional monitoring and evaluation; and

- Faculty Development Program

Updating/Upgrading Policies, Standards, and Guidelines (PSGs) for Education Programs

5

The updating/upgrading of PSGs is a continuing activity to ensure that the standards of programs being offered by higher education institutions are internationally comparable and responsive to the needs of global and domestic markets.

CHED, in coordination with the Technical Panels (TPs)*, revised/updated PSGs for nine priority disciplines:
- business and management;
- engineering, technology and architecture;
- social science and communication;
- science and math;
- agriculture;
- maritime engineering;
- criminal justice;
- teacher education; and
- information technology

The PSG for distance education was also updated.

Through the HEDP subcomponent on international benchmarking and standards upgrading, local and foreign networks for the improvement of the curricular contents of various fields and professions have been established.

The curricula for the BS in Civil Engineering, BS in Electronics and Communications Engineering and BS in Mechanical Engineering programs were benchmarked against international practice and revised accordingly. As a result, relevant courses were added in the said curricula.

International benchmarking of the BS in Electrical Engineering curricula in other countries was also conducted through Internet search and consultations with the academe and industry partners.

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*TPs serve as advisory and consultative bodies to the Commission. These are composed of academicians, practitioners, representatives of professional organizations and appropriate government agencies. TPs have been created for the following disciplines: Science and Mathematics; Humanities, Social Sciences and Communications; Information Technology; Health Profession Education; Engineering, Technology and Architecture; Maritime Education; Business and Management; Agricultural Education; Teacher Education; and Legal Education and Criminology

Issuance of Permit/Recognition 6

Permit and recognition are granted to qualified institutions for the operation of programs that meet the minimum requirements and standards set by CHED in its Policies, Standards and Guidelines for academic programs.

Applications for permit and recognition for baccalaureate programs in all disciplines except Maritime, Nursing, and Law are processed and evaluated at the CHED Regional Offices. Applications for Maritime, Nursing, Medicine, Dentistry, Law and Graduate Programs are processed and decided at the Central Office through the Office of Programs and Standards.

With the help of Regional Quality Assurance Teams (RQATs)*, the CHEDROS conducted monitoring, ocular visits and on-site evaluation of various HEIs that applied for government permit and recognition. More than 2,000 permits/recognition certificates were issued by the regional offices to deserving HEIs in 2006 (Table 3).

The CHED Central Office, with the help of concerned Technical Panels/Committees, evaluated and approved a total of 118 out of 142 programs in the following areas: Maritime, Nursing, Law and Graduate Education (Table 4).

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*RQATs are tasked to assist the CHEDROs in evaluating the programs of Higher Education Institutions (HEIs) in their respective regions.

Table 3. Permit/Recognition Issuances of Regional Offices (2006)

Region	Initial Permit	Renewal	Recognition	Total
I		75	22	97
II	30	26	26	82
III	89	85	60	234
IV-A	90	61	75	226
IV-B	0	13	2	5
V	10	30	15	55
VI	18	44	22	84
VII	23	127	36	186
VIII	8	11	18	37
IX	15	28	35	78
X	51	0	57	108
XI	23	48	17	88
XII	2	21	6	29
NCR	285	184	150	619
CAR	24	0	8	32
CARAGA	14	20	16	50
Total	682	773	565	2020

Table 2. Application for Government Authority Received and Processed at Central Office, 2006

Number of Programs Processed		Approved	
Permit / Recognition			
Maritime Programs	31	Maritime	29
Nursing Programs	76	Nursing Programs	66
LLB Programs	7	LLB Programs	3
Graduate Programs	28	Graduate Programs	20
Total	142		118

Strengthening Accreditation System 7

In addition to the mandatory government authorization, HEIs are encouraged to go through a private voluntary accreditation process for the recognition of programs that achieve standards above the minimum requirements/standards set by CHED.

Under the HEDP, two types of assistance are available to HEIs who apply for voluntary accreditation:

- Institutional Development Assistance for Accreditation (IDAA) to help HEIs improve their facilities and performance indicators thereby meet the qualification requirements for accreditation; and

- Preliminary Survey Assistance for Accreditation (PSAA) to support the actual conduct of the accreditation process.

The guidelines and procedure for availment of accreditation assistance are provided in CMO 23, s. 2006.

In 2006, Forty-three (43) HEIs were granted PSAA and 70 HEIs received IDAA.

By end of 2006, the number of accredited programs had reached 1,660, reflecting an increase of 3% over the 2005 figure.

Institutional Quality Assurance Monitoring and Evaluation (IQuAME)

8

The IQuAME program is designed to assess through institutional monitoring and evaluation, the effectiveness of the institution in its entirety, particularly, the development and implementation of institutional systems that ensure quality of the HEI's academic programs and services. This will complement the program monitoring and accreditation systems that are already in place.

Through the IQuAME, CHED will be able to identify appropriate development intervention measures to upgrade capacity and performance of target institutions.

The IQuAME instruments (i.e. primer, self evaluation documents for assessors and HEIs, and other relevant advocacy materials) were finalized based on the results of pilot monitoring of five HEIs in 2005.

A follow-up training workshop was conducted for selected 35 team leaders and mobilization activities were undertaken by CHEDRO Directors and staff in preparation for the conduct of actual monitoring and evaluation of HEIs.

Twenty (20) HEIs were monitored and evaluated in 2006. The Commission aims to institutionalize the system with improvements on the processes based on the lessons learned in the 2006 monitoring and evaluation. Forty to eighty (40-80) HEIs are targeted for IQuAME in 2007.

Monitoring Performance in Licensure Examinations

Performance of HEI graduates in the various licensure examinations is regularly monitored by CHED.

The performance of nursing schools in the licensure examination for nurses in the last five years was published in a major newspaper. Five-year performance of schools and graduates in other professions, specifically Engineering and Teacher Education had also been computed and prepared for publication.

Programs with 0-5% passing in licensure examinations in the last five years had been ordered for closure. Two nursing schools with low performance in the licensure exams voluntary phased out their nursing program. In 2006, ten (10) low-performing institutions in Accountancy and Customs Administration were visited by CHED.

With the objective of assisting low-performing HEIs offering Accountancy and Customs Administration programs, CHED, in collaboration with the Technical Committee on Accountancy and Customs Administration, initiated the diagnostic visits to these institutions. Through these visits, the institutional capabilities of these low-performing HEIs were assessed to identify areas and measures for improvement.

Faculty Development Program 10

The Faculty Development Program component of the HEDP seeks to upgrade the academic qualifications of tertiary faculty to masters and doctorate degree levels. Under this program, CHED provides scholarship grants to enable HEI faculty to pursue studies for masters degree (thesis and non-thesis) and PhD in priority fields namely: English, Mathematics, Natural Science, Social Sciences, Engineering, Information Technology/ System and other COD/COE disciplines.

The Program has a PhD Sandwich subcomponent for faculty who have finished their coursework and are ready to work on their dissertation. PhD Sandwich grantees are sent abroad for dissertation research primarily to promote exposure to recent developments and quality standards in other countires and to enable students to make use of facilities not available locally.

The FDP has a total allocation of P1.1 Billion for 3,100 slots. As of December 2006, only 1,100 faculty have availed of the FDP. Hence there are 2,000 remaining slots available for interested faculty.

In order to expand the coverage of the FDP two other subcomponents had been added: the *Continuing Education Program* or *CEP* and the Project for *Strengthening Proficiency of English Language Learners* or *Project SPELL*.

The *CEP* provides a mechanism for improving the teaching competency of higher education faculty who are not covered by the FDP. Under the CEP, 310 faculty were supported to take Graduate level (refresher) courses in the specific fields that they are teaching.

Project SPELL is aimed at enhancing the proficiency of English and non-English teachers in the use of the English language as a medium of instruction. Eighty four (84) prospective trainers were trained in 2006. These will serve as initial core group of trainers to train other faculty in HEIs throughout the country.

CHED-QUT participants pose after the workshop on Capacity Building Program on October 10-22, 2005

Training on new Teacher Education curriculum

In addition to the HEDP-FDP, a capacity building program was initiated to support the implementation of the new pre-service Teacher Education Curriculum prescribed by CMO No. 30, s. 2004. This was jointly developed and implemented by CHED and the Queensland University of Technology (QUT) with funding from the Australian Agency for International Development (AusAID).

Five Filipino facilitators were sent to QUT in Brisbane Australia in 2005 to work with QUT counterparts to develop capacity building programs for Assessment of Student Learning, Facilitating Learning, and Field Study. The programs that were developed were subsequently used to train 46 faculty trainers from 15 regions. These trained trainers in turn trained faculty members of Teacher Education Institutions in their respective regions, then reconvened on February 27-March 3, 2006 for a week-long workshop to write their experiences and findings.

The outputs of these faculty trainers were consolidated into a book entitled *Ripples of Change: A Journey of Pre-service Teacher Education Reform in the Philippines.* The book will be published in 2007 to showcase the outputs of the training courses conducted and to serve as a reference material.

For CY 2006, CHED allocated the amount of P13.5 M to COEs/CODs for Agriculture as funding assistance for instruction and research capability building, networking, extension and linkage activities.

Applying revised and upgraded criteria (CMO No. 55, s. 2006) the Technical Panel identified a new batch of 14 COEs/CODs in specific Science and Mathematics disciplines. These COEs/CODs (Table 5) were approved for a period of five years by the Commission through CEB Resolution Nos. 504, 529 and 637, s. 2006. Other COEs/CODs in Science and Mathematics and in other disciplines are still to be identified.

Table 5. COEs/CODs in Science and Mathematics, 2006

	Institutions	Discipline	Designation
1	Ateneo de Manila University	Chemistry, Mathematics, Physics	COE
		Biology, Environmental Science	COD
2	Central Luzon State University	Biology, Chemistry	COD
3	Cental Mindanao University	Biology, Mathematics	COD
4	De La Salle University-Taft	Biology, Chemistry, Physics, Mathematics	COE
5	Mindanao Polytechnic State College	Mathematics	COD
6	Mindanao State University-Naawan	Marine Science	COD
7	Mindanao State University-Iligan Institute of Technology	Chemistry, Mathematics	COE
		Biology, Physics	COD
8	Silliman University	Biology	COD
9	University of San Carlos	Chemistry	COE
		Biology, Physics	COD
10	University of Santo Tomas	Chemistry	COE
		Biology	COD
11	University of the Philippines in the Visayas-Miag-ao	Biology, Marine Science	COD
12	University of the Philippines-Baguio	Mathematics	COD
13	University of the Philippines-Diliman	Biology, Chemistry, Geology, Marine Science, Mathematics, Molecular Biology, Statistics, Physics	COE
14	University of the Philippines-Los Baños	Biology, Chemistry, Mathematics	COE
		Statistics	COD

Filipino students at the Sunburst Youth Camp in Singapore win Country Exhibit, 2005

CHED recognizes the need for the Philippine higher education system to be accepted and recognized internationally. Thus, through its International Affairs Service (IAS), the Commission has aggressively worked for the negotiation and execution of agreements on academic cooperation in the areas of student exchange, staff/faculty exchange and fellowship, collaborative research, curriculum development and scholarships. It has also pushed for mutual recognition agreements on higher establishment degrees and encouraged the establishment and promotion of academic linkages between and among local and international higher education institutions.

The IAS coordinated with the Department of Foreign Affairs in negotiations for academic cooperation between the Philippines and 14 countries, namely, Bahrain, India, Australia, New Zealand, Malaysia, Korea, Mexico, Spain, Italy, European Community, Qatar, Palau, Czechoslovakia and Latvia.

IAS also negotiated a Mutual Recognition Agreement on academic degrees with the Ministry of Education of the People's Republic of China. CHED is now awaiting the counter draft or proposal of China prior to signing by the heads of agencies.

The inclusion of the Filipino engineers in the APEC Engineer Register (since 2004) is a milestone in the implementation of the Internationalization Program. The APEC Engineer Registry recognizes the equivalencies in the qualification and experience of practicing professional engineers and facilitates trade in engineering services between and among participating economies. Inclusion in the APEC Engineer Register enables an APEC engineer to practice his profession in any of the participating economies. To date, there are 45 Filipino APEC engineers.

Another target of the Internationalization Program is to secure foreign scholarships and training grants from Overseas Development Assistance (ODA) donors such as international organizations, embassies, and foreign Ministries of Higher Education.

In 2006, the President issued Executive Order No. 402 entitled "Abolishing the Committee on Scholarships and Transferring the Functions to the Department of Education for Basic Education, to the Commission on Higher Education for degree courses, and to the Technical Education and Skills Development Authority for Non-degree Courses". CHED was involved in formulating the Implementing Rules and Regulations for the said EO. Henceforth, by virtue of the EO, CHED will be responsible in selecting recipients and processing foreign scholarships for degree programs and post baccalaureate training courses intended to enhance degree programs.

Ensuring Relevance and Responsiveness

As articulated in the Medium-Term Philippine Development Plan, 2004-2010, the higher education subsector is expected to ensure that its academic, research and extension programs are relevant and responsive to the requirements of the global and domestic markets and to the needs for national development.

Programs and projects for ensuring relevance and responsiveness of higher education programs reflect the following strategies:

- Improving quality of HEIs, programs and graduates to match the demands of domestic and global markets; and

- Strenghtening research and extension activities of HEIs

Formulation of Medium-Term Development Plan for Higher Education

Strategic planning for the subsector is one of the major functions of CHED. Together with the Long-Term Plan for the Development of Higher Education 2001-2010, the Medium-Term Development Plan for Higher Education (MTDPHE) 2005-2010 provides the development and policy direction and implementation framework for the realization of the vision and mission of higher education.

The MTDPHE 2005-2010 directs higher education services towards producing the human resources needed by the Key Employment Generators (KEGs) and guides research and extension to mobilize knowledge and technology towards enhancing productivity and reducing poverty. The Key Employment Generators are cyber services, mining, medical tourism, overseas employment, hotels and restaurants, aviation, agribusiness, health services, and creative industries. These KEGs are areas where the demand for manpower or employment opportunities will be greatest in the next five years.

The Plan spells out strategies and programs for addressing the demand-supply gaps in the said priority fields, for broadening access to quality higher education, and for strengthening research and extension to enhance the subsector's contribution to productivity enhancement and employment generation.

MTDPHE was formulated and circulated through a series of multi-sectoral workshops and consultations involving both private and public HEIs and other stakeholders in higher education.

National Higher Education Research Agenda (NHERA)

14

A companion plan, the ten-year National Higher Education Research Agenda (NHERA) 1998-2007 defines the general goals, directions and priorities for research in and on higher education. Through the NHERA, CHED has provided technical and funding support for research activities and expertise building, as well as recognition and awards for outstanding research outputs. The NHERA will be updated/reformulated before the end of 2007.

Nine (9) Zonal Research Centers (ZRCs) assisted CHED in implementing the NHERA through the development, conduct and monitoring of HEI research activities. In 2006, a total of P11.7M was allocated to support the conduct of research in HEIs in line with the thrusts identified by the Zonal Research Programs (ZRPs). Eight (8) Grant-in-Aid projects and one (1) Commissioned research were approved for implementation.

Ongoing capability building programs for research include: Thesis and Dissertation Grants; Visiting Research Fellowships; and Support for Paper Presentations in International Conferences. One Hundred Ten (110) faculty/researchers availed of these programs in 2006:

- 56 faculty members received PhD dissertation or MS thesis grant;

- one was awarded Visiting Research Fellowship;

- 53 faculty researchers were supported to present papers in international conferences

In fulfillment of its mandate to promote and nurture the research culture in HEIs, CHED implemented two programs to recognize and reward commendable research achievements: Research and Publication Award (REPUBLICA) and Best HEI Research Program Award.

REPUBLICA

Republica winner Dr. Larry N. Digal (3rd from right) poses with CHED officials: (from L to R) CHED RO XII Director Dormitorio, Exec. Director Medrano, former CHED Chair Garcia, and Commissioner Defensor

There were 3 national and 12 regional REPUBLICA awardees in 2004 and another 2 national and 12 regional winners in 2005.

Before the end of 2006, CHED announced the call for nominations to the 2007 REPUBLICA. Each higher education institution can nominate two research outputs: one for Natural Science, Math, Engineering and Information Technology, and one for Social Sciences, Economics, Education and Humanities.

To be eligible, the research output must have been published in a refereed journal within the last three years prior to the date of the award. The greater part of the research must have been conducted in Philippine HEIs by a Filipino researcher or a research team with a Filipino as lead researcher. The lead researcher must also be a faculty or research staff of the nominating HEI.

The criteria for selection of awardees include: originality of research; quality of publication; and relevance or potential impact of the research output to the region and country in terms of contribution to community/national development, global concerns and policy development.

Each national winner receives a trophy, cash prize of P150,000 and another P150,000 to cover expenses for an in-country lecture tour, paper presentation in an international conference or conduct of another research project. A regional winner gets a trophy and cash prize of P50,000.

BEST HEI RESEARCH PROGRAM AWARD

The search for Best HEI Research Program was launched in 2006 to recognize research programs that have contributed significantly to Filipino society , the author(s)/ implementers, and the supportive higher education institutions.

Nominations for the 2006 award were received by the Regional Offices starting April 2006. These were evaluated at the regional level by the CHED Regional Office Evaluation Committees composed of the Regional Director and research experts.

The best research programs from 11 participating regions vied for the national award. The national winner was selected from among the regional winners by a National Evaluation Committee using the following criteria:

- development impact (40%) which refers to the contribution of the program to national development and productivity based on the technologies developed, i.e. new product, equipment, gadget, methods and processes;

- impact on discipline (40%) or the contribution of the program to science and technology and to improvement of academic programs such as new courses instituted/courses revised, better and innovative ways of teaching, improved student performance, better teaching materials, new technology/theory obtained from the research program, and revision of old ideas;

- institutional and policy environment (10%) or the organizational/ infrastructural and policy support provided by the HEI;

- novelty or originality of the program (5%); and

- recognition given to the program (5%), referring to citations, awards given by both local and international award-giving organizations/bodies.

The national winner receives a trophy and P1M in cash while the regional winners receive plaques of recognition and cash awards of P300,000 for the best research program in the region, P200,000 for the first runner up, and P100,000 for the second runner up.

The search for the Best HEI Research Program is conducted every two years. It is open to all HEIs, public and private. To be eligible for the award, the research program should be applied and multidisciplinary, active and with breakthrough accomplishment during the last five years.

Integrated Research Utilization Program (IRUP)

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In line with the Administration's thrust on job creation, the IRUP was sustained not only to support research, development and extension activities of HEIs but also to encourage dissemination and utilization of research outputs for production and income generation. The IRUP serves as a mechanism for promoting linkages between and among research institutions, and potential users of research outputs at the national and international levels. Projects under the IRUP are the University Network with Local Government for Agricultural Development (UNLAD) and the Technology Commercialization for Poverty Alleviation, Food Production, and Sustainable Development (TechComm).

UNLAD is aimed at strengthening the capability of LGUs in the effective delivery of extension services towards food security and sustainable development through collaborative efforts with the SUCs. Projects eligible for UNLAD funding are:

- Establishment of Agribusiness incubators/centers
- Massive production of quality planting materials and breeder stocks
- Technical assistance
- IEC materials production

TechComm is directed at SUCs with the objective of improving their capability to become "engines of growth" significantly contributing to poverty alleviation, food production and sustainable natural resource management. Under this project, funds are provided to facilitate the transfer, utilization and commercialization of technologies developed by SUCs for production and income generation purposes as well as for conduct of extension activities.

IRUP projects funded in 2006 included 27 projects under UNLAD with an allocation of P14,921,831.66 and 13 undertakings under TechComm with a allocation of P8,150,000.00.

Biofuel Research and Enterprise Development in SUCs

Oil-rich jatropha trees are a promising source of biofuel

Another pump-priming project launched by CHED in 2006 is the Biofuel project with the objective of establishing economically viable science and technology based biofuel enterprises using Jatropha curcas L. and other biofuel crops.

Jatropha curcas is an important feedstock for the production of biofuels. Its widespread use in India and Egypt is gaining popularity as a quick growing source of oil-bearing nuts that can be pressed to produce biodiesel products. Jatropha has also been a crop of choice in development programs in Africa where local villages have grown Jatropha on small plots of land and have hand-pressed the oil for use in generators, sewing machines and small motors. Glycerin, a by product of Jatropha oil, can also be used to produce soap.

Jatropha has also been proven to have strong anti-erosion qualities (Forman, March 13, 2007).

The Commission allotted P50 Million for 17 partner SUCs that participated in the undertaking. 160 hectares had already been planted with Jatropha, 80% of which reached fruiting stage by end of 2006.

Improving Efficiency and Effectiveness

The Higher Education Development Project 2004-2009 has as a major component three sets of interventions aimed at rationalizing the system of higher education. The first set will lay the foundation for a more efficient and effective system in delivering public higher education services and for a more flexible regulatory framework for private higher education provision. The second set will improve management at the subsector level by improving the higher education management information system, and introducing and implementing graduate tracer studies. The third set will strengthen management at the institutional level through training programs for managers of both public and private HEIs.

The three sets of interventions are as follows:

- *Implementation of Rationalization Policies* through

  - Normative Financing
  - Rationalization of the SUC System
  - Revision of the Regulatory Framework for Private Education

- *Strengthening Higher Education Central Management* by

  - Streamlining and Strengthening CHED
  - Upgrading and Streamlining the Higher Education Management Information System (HEMIS)
  - Establishing a Higher Education Development Center

- *Strengthening Management at Institutional Level* through

  - Higher Education Institution Management Development Programs

Normative Financing is the application of a set of prescribed objective criteria and norms in the allocation of SUC budget with the objective of promoting and rewarding quality instruction, research and extension services as well as financial prudence and responsibility.

A Normative Funding formula was designed and, as agreed upon by DBM and CHED (DBM-CHED Joint Circular No. 2 s.2004), this is to be applied in the allocation of SUC budget by phases, starting 2005. The target is to be able to apply NF on 100% of the SUCs Maintenance and Other Operating Expenses (MOOE) budget and on the Personnel Services allocation by 2008.

NF was applied on 25% of the SUCs 2005 MOOE budget and on 50% of the SUCs 2006 MOOE budget. However, the 2006 budget was a reenactment of the 2005 budget. Hence, the 2006 NF application was not reflected in the approved SUC budget.

Table 6. Schedule of Application of Normative Funding in the Allocation of SUC Budget

Year	Personal Services (PS)	Maintenance and Other Operating Expenses Expenditures (MOOE)
2005	Not subject to NF	25% of the FY 2005 indicative ceiling for MOOE except MOOE of service hospitals and foreign assisted projects (FAPs)
2006	Will be simulated	50% of the FY indicative ceiling for MOOE except MOOE of service hospitals and FAPs
2007	Simulation of NF on PS will be continued	75% of the FY indicative ceiling for MOOE except MOOE of service hospitals and FAPs
2008	Start of NF implementation	100% of the FY indicative ceiling for MOOE except MOOE of service hospitals and FAPs

Rationalization of SUC System   18

A multipronged strategy has been adopted to stem the further proliferation of institutions, branches and programs. In addition to the introduction of normative financing, models for integration/amalgamation and corporatization of institutions are being developed and pilot implemented.

Regional University System Project. The restructuring of existing SUCs into Regional University System (RUS) as recommended by various rationalization studies was jump-started in Region XI with the involvement of all the four (4) SUCs in the region. A Memorandum of Understanding was executed by the said SUCs for networking and complementation in the delivery of General Education Programs in the region and a bill for their integration into a Regional University System was drafted. For Region X, a complementation scheme was conceptualized and a bill for creation of a provincial university system was prepared.

Corporatization Project. Under this project one approach to corporatization is being explored — privatization of some (or eventually all) aspects of the management of selected SUCs. Twenty-four (24) SUCs with assets and technologies that could be used for corporatization were identified. Feasibility studies were conducted on the development/utilization of the identified SUCs' assets and the ways in which corporatization could promote financial autonomy. In 2005, the said 24 SUCs were granted funds totaling P17.8 Million for implementation of asset development and income generating projects (IGPs) as initial step in laying down the foundation for corporatization. Of these three (3) were given additional funding for project enhancement or expansion with an allocation of P6 Million in 2006.

Revision of the Regulatory Framework for Private Education

The Manual of Regulation for Private Schools (1992) was revised in order to streamline the rules and regulations covering private higher education and effect the move from centralized to decentralized implementation of the revised regulations.

Two CHED initiatives to introduce flexibility in CHED regulation of private HEIs are:

- grant of Autonomous and Deregulated Status (revised thru CMO No. 42, s. of 2006); and

- progressive deregulation built into the accreditation policy (revised through CMO No. 1,s. 2005)

These, together with other revisions in the regulatory framework and procedures, are codified in the revised Manual of Regulation of Private HEIs.

The Manual was subjected to consultations and hearings with and among officials of the Coordinating Council of Private Education Associations (COCOPEA) and member institutions. It is now in press and will be ready for circulation in 2007.
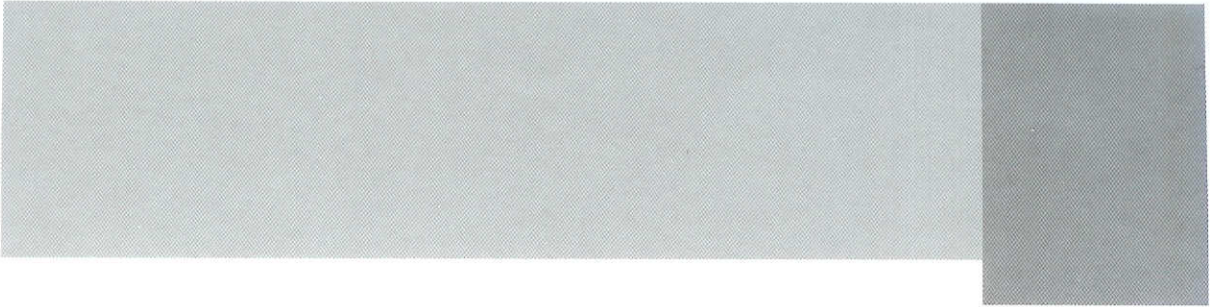
Streamlining and Strengthening CHED | 20

CHED Rationalization Plan. The Plan was completed by midyear 2006 and submitted to the Department of Budget and Management.

The Plan reflects some changes in strategies and shifts in program emphasis and distribution of responsibilities among CHED offices that would enable CHED to effectively and efficiently steer/guide the higher education subsector towards producing globally competitive and market responsive graduates, and mobilizing knowledge (through research and extension) to enhance productivity and support national development.

The shifts include:

- Strengthening quality assurance through

  -- decentralization of policy and program standards enforcement and monitoring to Regional Offices;
  -- conduct of institutional monitoring in addition to program monitoring; and
  -- addition of regulation of Review Centers to the responsibilities of CHED as mandated by Executive Order No. 566.

- Guiding HEIs and students towards relevant and responsive programs through

  -- establishment of labor market information system;
  -- stronger information packaging and dissemination program; and
  -- extensive use of IT in data collection, analysis and information dissemination.

- Improving effectiveness and efficiency of CHED in influencing HEIs through resource allocation by

  -- strengthening the resource generation and allocation function of the Higher Education Development Fund Secretariat, and
  -- strengthening internal audit and control.

5-Year CHED Human Resource Development Plan (2004-2009). In line with the HRD Plan, 961 training programs were conducted for CHED technical and administrative staff in order to enhance agency capability in policy development, planning, resource allocation and quality assurance.

Eight seminars/workshops were organized by AFS-HRD for 687 CHED staff and officials. These were designed to: Orient and update the participants on government rules and regulations, benefits and issuances of DBM, Ombudsman, Civil Service Commission, and other concerned agencies; and provide some tips on protocol and social graces and public speaking. Values Re-orientation Workshops were also conducted for 179 officials and staff in five batches . Other activities for staff development were Knowledge and Skills Enhancement Training and Livelihood Workshops.

The CHED has also embarked on Knowledge Management (KM) with the training of 65 officials and staff on KM system. The output of the KM training was a proposed CHED KM Plan presented during a Commissioners Executive Session. A KM audit was also conducted in CHED and this yielded an overall rating of 508 points, meaning CHED is beginning to recognize the need to manage knowledge.

In addition, 97 personnel availed of local and foreign training programs sponsored by donor agencies and partner institutions/agencies and 177 CHED officials participated in conferences organized by accredited professional organizations and other government agencies. Ten (10) staff were also granted financial assistance to pursue graduate studies.

CHEDLINK. In order to ensure efficient CHED central office operations, the Commission has strengthened its Central Office Management Information System (COMIS) through the CHEDLINK project. To improve data collection, processing, the development of mission-critical systems, the Higher Education Management Information System (HEMIS) which is part of CHEDLINK, was started in 2005.

CHEDLINK
Conceptual Framework for
Information Systems
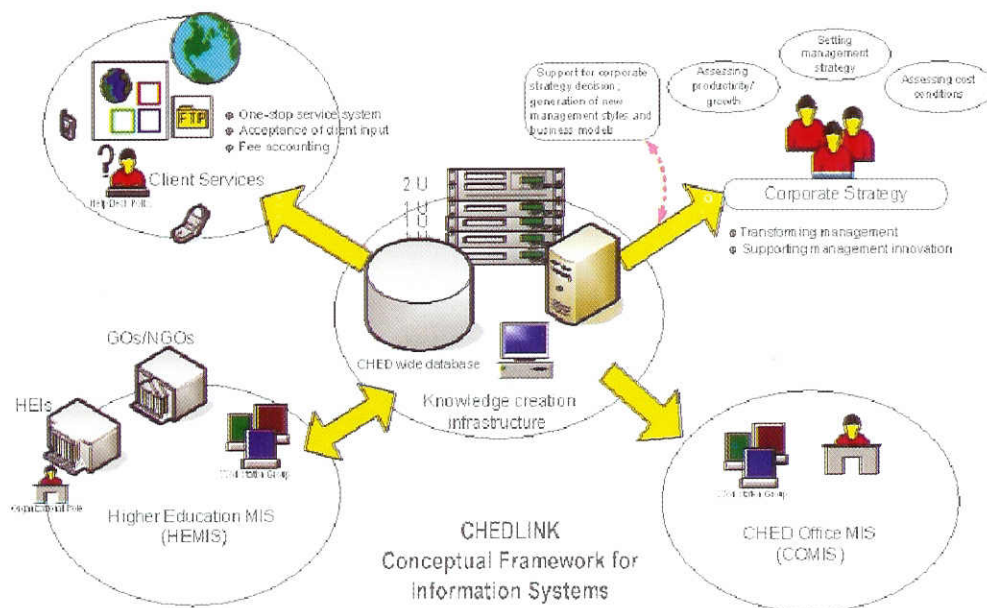
CHED further upgraded the operation of the following systems for improved delivery of services - IT resource sharing, Internet connectivity, e-mail services, data uploading and information dissemination:

- Central and Regional Offices Local Area Network (LAN)
- Central and Regional Offices Internet connectivity
- New Electronic Government Accounting System (e-NGAS)
- Document Tracking Management System (DTMS)
- Attendance Monitoring and Payroll System (AMPS)

The e-library is already in place for use of CHED staff and officials, outside researchers and general public. More than a hundred volumes/book titles have been acquired for the CHED Library. The CHED subscribes to the multi-disciplinary EBSCO electronic database, Filipiniana, research outputs, book titles, theses/dissertations abstract and other book collections through the Philippine E-library project.

CHED-wide computer-employee ratio (CER) is 1:2 with an average Internet access bandwidth of 2.23 Mbps per employee at the Central Office. Since most units perform tasks that require computing, the target is to improve the CER to 1:1 in order to improve employee productivity and service delivery to the public.

Higher Education Management Information System (HEMIS)

This project has two overall objectives: 1) better planning and management of the higher education system by CHED, and 2) better parental and student choice of individual HEIs. These are being accomplished through the following major activities:

- Strengthening technical capacity to collect, process and analyze key information at three levels – HEIs, regions and CHED Central. The data element manual was reviewed and simplified. Two newly developed information systems are: Faculty Development Information System (FDIS) and Research Management Information System (RMIS). Other systems to be developed under HEMIS are:

  -- Integrated School Administration System (ISAS) with three modules namely, Student Registration and Accounting System, Curriculum Information System and Faculty Personnel Information System;

  -- Graduate Tracer Study Information System with three modules - Graduate module, Curriculum module and Company module

- Provision of support for better information dissemination, including design of web-based information sites and publication and widespread dissemination of information booklets to guide parents and students in their selection of HEIs and individual programs.

- Utilizing the HEMIS to institutionalize the conduct of graduate tracer studies (GTS) to generate information on the employment outcomes of graduates from different universities and different university programs, to improve quality and market relevance of higher education.

Higher Education Development Center (HEDC)

The HEDC is a three-storey building on a 2000 sq.m. lot at CP Garcia, UP Diliman, Quezon City

The HEDC will provide a unified workplace for the central management of the higher education system. It will also provide:

- liaison, work and consultation rooms for the accrediting bodies, Professional Regulations Commission, and Technical Panels to facilitate harmonization of quality assurance systems and activities such as benchmarking, standard setting, curriculum review/updating and accreditation;
- one-stop shop for the various services needed by higher education clientele, including students, HEIs researchers, industry and international visitors;
- facilities for research, project implementation and information dissemination;
- central repository of information and a hub for information and materials sharing and exchange; and
- a focal point for national and international linkaging.

The construction of the HEDC building is ongoing (almost 35% complete). The Center will be ready for occupancy by 2007.

Higher Education Institution Management Development Programs

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The immediate objectives of this HEDP Component are to:

- create a core group that will articulate and translate into actions, visions and strategies for reforming higher education, and

- build the capability of managers of HEIs through training and development activities.

Training modules were developed on:

- Executive Leadership
- Strategic Planning
- Financial Management
- Entrepreneurial Management
- Human Resource Management
- Curriculum Development, and
- Project Development/Management

Since project start, 740 HEI managers have availed of these programs which are being delivered by selected DHEIs, namely: UP-Business Research Foundation Inc., De La Salle University, Development Academy of the Philippines, Ateneo de Manila University School of Governance and Central Luzon State University. In 2006 alone 211 HEI managers completed the courses.

Under this program, scholarships are also available to enable qualified HEI administrators to pursue Masters and PhD studies in administration, management and other fields relevant to their institution's areas of specialization.

Two studies were conducted in aid of rationalization policy development/ implementation.

One study entitled *Assessment of Integration of CHED-Supervised Institutions (CSIs) to Host SUCs*, reviewed the results of the Integration Program that was implemented by CHED in 1999-2000 in terms of: a) institutional management and efficiency, b) program quality, and c) program distribution. Changes in selected indicators from the pre-integration phase to the post integration phase were analyzed and the processes undergone by each of the 87 pairs of integree-host institutions were revisited.
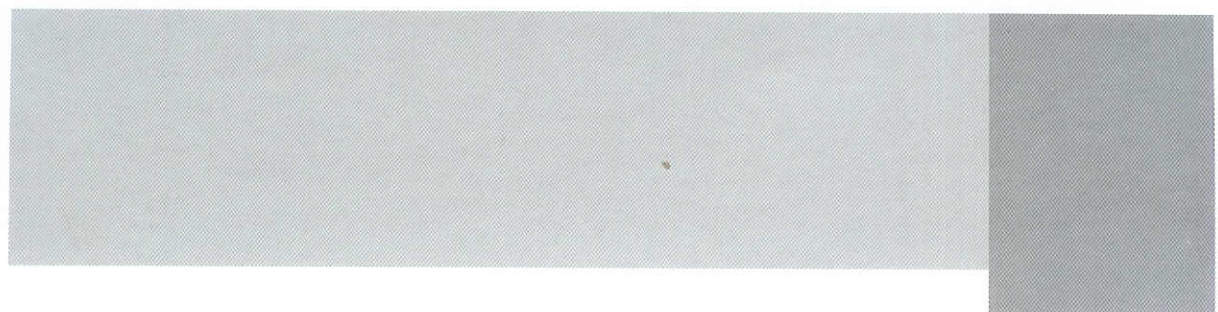
It was observed that Integration has had the most evident influence on at least two management and efficiency indicators: active internal income generation, and facilities improvement. However, no marked improvement was observed in the quality indicators (i.e. performance of graduates in licensure exams, accreditation) but most of the integrees benefited from the Faculty Development Programs of the host SUCs and were able to upgrade qualifications of their faculty. In terms of rationalizing program offerings, integration seems to have resulted in expansion of course offerings instead of the intended streamlining. Most of the integrees opened new programs during the last five years and some continued to operate duplicative and inefficiently - run programs.

The findings of the study shall serve as basis for determining how to consolidate the gains from Integration and address the shortcomings of the Program. The learnings from the Integration Program shall also guide the design of Regional University Systems which will involve amalgamation of state colleges and universities.

The second study focused on the *Twin Processes of Formulation and Implementation of Policies and Programs in SUCs*. This was conducted by a team of experts led by former CHED Chairman Ester A. Garcia and Dr. Dionisia Rola.

The team analyzed and characterized how policies and programs are formulated and implemented in 57 SUCs; related these processes to quality indicators such

as performance of SUCs in licensure examinations and faculty qualifications, research and extension outputs, management of resources and compliance with CHED policies; identified good practices and areas of weakness; and recommended measures to promote, recognize and provide incentives for good practices and address areas of weakness.

The findings and recommendations of the team were forwarded to the concerned SUCs Boards for appropriate action. These also served as basis for recommending amendments to Republic Act 8292, "Higher Education Modernization Act of 1997", with the objective of strengthening policy/decision making-executive systems and leadership in SUCs.

SUC Development Program

Through this project, CHED has been supporting the capacity building initiatives of SUCs such as library and laboratory facilities upgrading, HEI and faculty staff development and computerization of operations and services. Since 2004, almost all SUCs have received at least one grant each ranging from P200,000 to P2,000,000 for acquisition of library materials, ICT and laboratory equipment or for improving facilities. P50 Million was distributed to SUCs in 2006.

This program will be sustained in the next few years to augment the SUCs budget for institutional capacity building.

FINANCIAL REPORT

Financial Position and Sources and Applications of Funds

There was a decrease in Assets (Table 7). This was due to the receipt of funds from the National Treasury of collectibles from Government Financial Institutions (GFIs) thereby reducing the receivables account.

Table 7. Comparative Financial Position of CHED

Accounts	FY 2006	FY 2005	Increase/(Decrease)
Assets	5,322,702,002.61	5,420,870,759.86	(98,168,757.25)
Liabilities	3,249,261,012.18	799,456,598.24	2,449,804,413.94
Equity	2,073,440,990.43	4,621,414,161.62	(2,547,973,171.19)

There was significant increase in the Liabilities which consequently decreased Equity. This was mainly due to the setting up of Other Deferred Credits for P2,613,777,941.65 by the Higher Education Development Fund as a credit counterpart of what was due from National Treasury in connection with CHED's share of income from GFIs.

As shown in Table 8, income increased as a result of the improved collection of receivables from CHED's share of GFIs' revenues released by DBM.

Maintenance and Other Operating Expenses decreased in FY 2006. This decrease was due to unliquidated scholarship funds transferred to Higher Educations Institutions.

The decrease in Personal Services was due to the non-inclusion of savings from Personal Services in the computation of Collective Negotiation Agreement incentive given to employees annually.

Table 8. Sources and Application of Funds

Particulars	FY 2006	FY 2005	Increase/(Decrease)
Income	2,004,576,765.53	1,571,550,489.18	433,026,276.35
Personal Services	157,435,863.96	162,519,802.84	(5,083,938.88)
Maintenance & Other Operating Expens	1,098,489,677.40	1,391,345,742.25	(292,856,064.85)
Financial Expenses	25,747.48	26,138.29	(390.81)
Total Expenses	1,255,951,288.84	1,553,891,683.38	(297,940,394.54)
Excess of Income over Expenses	748,625,476.69	17,658,805.80	730,966,670.89

Allotment, Obligation and Balances

Higher Education Development Fund (Fund 151)

A total of P1,757,775,249.96 was obligated in 2006. This consisted of P1,572,044,895.75 for current appropriation and P185,730,354.21 for continuing appropriation. Said obligation was 98.39% of total P1,786,624,000.00 cash allocated for Fund 151. The FY 2006 regular automatic appropriation was P854,000,000.00 based on FY 2005 re-enacted budget. An additional amount of P1,751,000,000.00 was released by DBM for the Priority Development Program of Pres. Gloria Macapagal Arroyo particularly for the Development of State Universities and Colleges and for Scholarships and Students Financial Assistance Programs.

The amount of P53,403,528.77 cash allocation was reverted to the National Treasury due to late submission of master lists of grantees under the various Scholarship and Financial Assistance Programs.

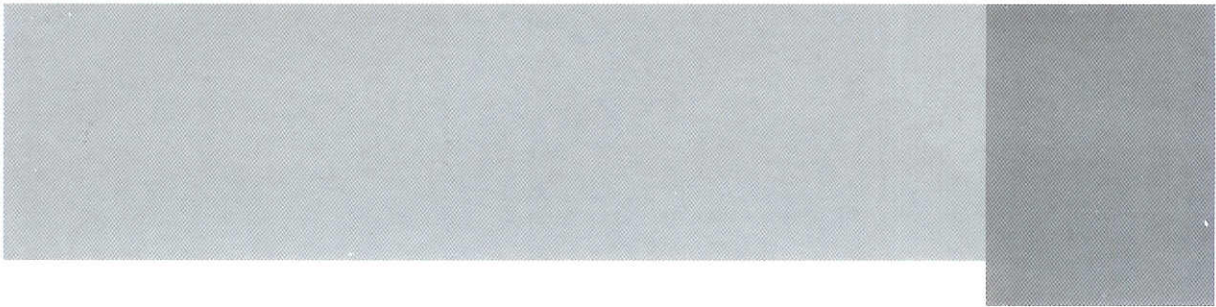Table 9. Fund 151 Allotment, Obligation and Unexpended Balance, 2006

Category	Allotment			Obligations	Unexpended Balance		
	Continuing	Current	Total		Total	Reverted	Continuing
MOOE	151,400,366.05	2,055,000,000	2,206,400,366.05	1,604,907,135.20	601,493,230.85	299.60	601,492,931.25
CO	34,405,000.00	550,000,000	584,405,000.00	152,868,114.76	431,536,885.24	74,712.24	431,462,173.00
Total	185,805,366.05	2,605,000,000	2,790,805,366.05	1,757,775,249.96	1,033,030,116.09	75,011.84	1,032,955,104.25

Funds amounting to P77,377,917.47 consisting mainly of unutilized cash allocation for scholarship funds were reverted. This was brought about by late submission of master lists of grantees to CHED.

Table 10. Fund 101 Allotment, Obligation and Unexpended Balance, 2006

Category	Allotment			Obligations	Unexpended Balance		
	Continuing	Current	Total		Total	Reverted	Continuing
PS	-	162,725,835	162,725,835		6,430,807.31	6,430,807.31	
MOOE	28,967,030.28	89,889,946.75	118,856,977.03	99,455,557.07	19,401,419.96	4963472.50	14,437,947.46
CO	10,118.18	537,053.25	547,171.43	547,171.43			
Total	28,977,148.46	253,152,835.00	282,129,983.46	100,002,728.50	25,832,227.27	11,394,279.81	14,437,947.46

The FY 2006 regular appropriations for the Commission on Higher Education Central Office and its 16 Regional Offices were P162,725,835.00 and P62,316,803.46 for Personal Services and Maintenance & Other Operating Expenses, respectively, based on FY 2005 Re-enacted budget. An additional amount of P57,087,345.00 was released by DBM as Priority Development Assistance Fund (PDAF) for scholarship grants.

Total cash allocated for Fund 101 amounted to P266,026,049.00 for which an obligation of 96% was incurred. However, reverted funds amounted to P15,639,147.27. These consist of unutilized scholarship funds due to late submission of master lists of grantees under Priority Development Assistance Fund.

Valid commitments for the construction of CHED Building amounted to P51,150,940.64.

APPENDICES

Indicator	2000-2001	2004-2005
Higher Education Institutions	1,380	1,619
With SUCs Satellite campuses	1,603	1,890
Public	166	176
State Universities and Colleges (SUCs)	107	111
Local Universities and Colleges (LUCs)	40	50
Others	19	15
Private	1,214	1,443
Sectarian	312	340
Non-Sectarian	902	1,103
Enrollment		
All Disciplines	2,430,842	2,402,315
Public	771,162	819,251
Private	1,659,680	1,583,064
Priority Disciplines	1,440,286	1,548,772
Graduates		
All Disciplines	363,640	401,222*
Public	115,587	142,298*
Private	248,053	258,924*
Priority Disciplines	209,265	248,710*
Performance (% Passing) in licensure examinations across all disciplines	45.35	39.83
Priority Disciplines		
Sciences	50.09	49.03
Maritime	70.50	45.52
Medicine and Health Related	42.25	50.81
Engineering and Technology	41.97	38.78
Agriculture, Agri. Eng'g, Forestry, Vet. Med.	51.58	33.88
Teacher Education	34.30	26.77
Faculty Qualification		
% with MA/MS	26.14	31.00
% with PhD	8.28	9.21
Accreditation		
No. of HEIs with Accredited Programs	160	297
% of HEIs with Accredited Programs	11	18
No. of Accredited Programs by Level:		
Candidate Status		51
Level I	152	317
Level II	445	1,057
Level III	146	186
Level IV		2
Total *(Excluding Candidate Status)*	743	1,562
Total No. of Beneficiaries	740,954	765,811
Scholarship and Other Financial Assistance	40,755	21,060
Partial Subsidy thru SUCs (enrollment)	700,199	744,751
ETEEAP		
No. of Graduates	39	501

* Preliminary data.
Updated as of **13 February 2007**

CMO 1 s. 2005	Revised Policies and Guidelines on Voluntary Accreditation in Aid of Quality and Excellence in Higher Education
CMO 2 s. 2005	CHED Priority Courses for AY 2005-2006
CMO 3 s. 2005	Zonal Conference on the Advocacy and Promotion of International Cooperation
CMO 4 s. 2005	Observation of Simple Graduation Rites in all Higher Education Institutions
CMO 5 s. 2005	Addendum to CMO 35, s. 2004, Implementing Guidelines of the Higher Education Development Project-Faculty Development Program (HEDP-FDP)
CMO 6 s. 2005	Zonal/Regional Consultation Conferences on the Formulation of the Medium-Term Development Plan for Higher Education (MTDPHE) 2005-2010
CMO 7 s. 2005	Guidelines for CHED Support for Paper Presentations in International Conferences
CMO 8 s. 2005	Policies and Standards for Bachelor of Library and Information Science (BLIS) Program
CMO 9 s. 2005	Revised CHED Data Element Manual (RCDEM), Unified Data Gathering Forms (UDGF) for AY 2005-2006 Higher Education Data/Information Collection
CMO 10 s. 2005	Implementing Guidelines on the Offering of New Degree Programs and Curricular Revisions in Local Colleges and Universities (LCUs)
CMO 11 s. 2005	Minimum Curricular Requirements for Bachelor of Science in Customs Administration (BSCA)
CMO 12 s. 2005	Return to Official Station of Ms. Paula G. Mejia, Fiscal Controller IV, Higher Education Development Fund (HEDF) Secretariat, this Commission Effective Immediately
CMO 13, s. 2005	Policies, Standards and Guidelines (PSG) for Maritime Education (2005 Revision)
CMO 14 s. 2005	Guidelines and Procedures to be Observed by Higher Education Institutions (HEIs) Intending to Increase Tuition and Other School Fees, and Introduce New Fees
CMO 15 s. 2005	Institutional Monitoring and Evaluation for Quality Assurance of all Higher Education Institutions in the Philippines
CMO 16 s. 2005	Implementing Rules and Regulations of CMO No. 15, Series of 2005 entitled "Institutional Monitoring and Evaluation for Quality Assurance of all Higher Education Institutions in the Philippines"
CMO 17 s. 2005	Minimum Curricular Requirements for Bachelor of Science in Entrepreneurship (BS Entrep)
CMO 18 s. 2005	Evaluation of Higher Education Institutions Granted Autonomous and Deregulated Status in 2001
CMO 19 s. 2005	Revised Guidelines on the Suspension of Classes in the Tertiary Level on the Occasion of Typhoons/Storms, Earthquakes, Floods, Fires and Other Natural and/or Man-Caused Calamities
CMO 20 s. 2005	New Procedure for the Administration and Processing of CHED Scholarships, Loans and Grant-in-Aid Programs
CMO 21 s. 2005	Criminal Justice Education: Policies and Standards for the Criminology Program
CMO 22 s. 2005	Zonal Conference on the Advocacy and Promotion of International Cooperation
CMO 23 s. 2005	2005 Asia Pacific Educators Exchange Program (APEEP)
CMO 24 s. 2005	Minimum Policies and Standards for Bachelor of Science in Biology (BS Bio)
CMO 25, s. 2005	Revised Policies, Standards and Guidelines for Engineering Education

CMO 26 s. 2005	Program of Instruction (POI) on Values Formation
CMO 27 s. 2005	Policies and Guidelines on Distance Education
CMO 28 s. 2005	Revised Guidelines for the Study Grant Program for Indigenous and Ethnic Peoples (NISGP and SEGEAP) and Defining the Procedures in the Selection of Grantees and Administration of the Program
CMO 29 s. 2005	Rules and Regulations for the CHED Special Study Grant Program for the Financially Disadvantaged Students of the 2nd District of Sorsogon and the 4th District of Camarines Sur
CMO 30 s. 2005	Rescission of CHED Memorandum Order No. 62, s. 1997 Providing for the Guidelines Implementing the Study Grant Program for Barangay Officials and their Legitimate Dependents to Implement Section 393, Paragraph 4 of the Local Government Code
CMO 31 s. 2005	Implementing Guidelines for the Search on the Best Student Services Program Award
CMO 32 s. 2005	Guidelines for the Selection of SUC Proposals under the CHED Umbrella Technology Commercialization Program Entitled: "Strengthening the SUCs/HEIs in Technology Commercialization for Poverty Alleviation, Employment Generation, Food Production and Sustainable Development"
CMO 33 s. 2005	Collegiate Calendar for Academic Year (AY) 2006-2007
CMO 34 s. 2005	Submission to the Dangerous Drugs Board (DDB) of Soft and Hard Copy of Thesis/Dissertation Done on Drug Abuse and Drug Related Concerns
CMO 35 s. 2005	Minimum Policies and Standards for Bachelor of Science in Environmental Science (BS ES)
CMO 36 s. 2005	Voluntary Suspension of Classes in Higher Education Institutions that will serve as Satellite Venues for the Southeast Asian Games from November 20 to December 5, 2005
CMO 37 s. 2005	Revised Guidelines for the Selection of SUC Proposals Under the CHED Umbrella Technology Commercialization Program Entitled: "Strengthening the SUCs/HEIs in Technology Commercialization for Poverty Alleviation, Employment Generation, Food Production and Sustainable Development
CMO 38 s. 2005	Implementing Rules and Regulations for the Implementation of the Bridging Program for the BS Mechanical Engineering (BSME) and the BS Electrical Engineering (BSEE) to BS Marine Engineering (BSMARE) Program
CMO 39 s. 2005	Amendment to CHED Memorandum Order No. 31, Series of 2005 Re: Guidelines for the Search on the Best Student Services Program Award
CMO 40 s. 2005	Exemption of all College Student and Professor Volunteers from their Classes on the Duration of their Volunteer Work for the Southeast Asian Games from November 27 to December 5, 2005
CMO 41 s. 2005	Guidelines for the Search for Best HEI Research Programs
CMO 42 s. 2005	Implementing Guidelines for the Creation of Student Crime Prevention Councils in all Colleges and Universities
CMO 43 s. 2005	Consolidated Implementing Guidelines of the Higher Education Development Project-Faculty Development Program (HEDP-FDP): 2004-2010
CMO 44 s. 2005	List of CHED Accredited Training Partners for the Student Internship Abroad Program (SIAP) SY 2005-2006

List of CHED Memorandum Orders (CMOs) 2006

CMO 1, s. 2006	Additional Precautionary Measures in Accepting/Enrolling Students with PEPT Documents
CMO 2, s. 2006	CHED Document Tracking and Management System (DTMS) Policy and Guidelines
CMO 3, s. 2006	Policies, Standards and Guidelines for Pharmacy Education
CMO 4, s. 2006	Guidelines for the CHED Study Grant Program for Senior Citizens (CSGPSC)
CMO 5, s. 2006	Amendments to CMO No. 14, s. 2005 entitled "The Guidelines and Procedures to be Observed by Higher Education Institutions (HEIs) Intending to Increase Tuition and Other School Fees, and Introduce New Fees"
CMO 6, s. 2006	Implementation of the Special Education Program for PNP Personnel as Proposed by the Universidad de Zamboanga and Approved by the Commission
CMO 7, s. 2006	Implementing Guidelines of the Higher Education Development Project-Strengthening HEI Management Capacity Program (HEDP-SHEIMCP): 2006-2010
CMO 8, s. 2006	Transfer of the Overseas Filipino Workers One-Stop Processing Center (formerly Philippine Seafarers' One-Stop Processing Center) from the Office of Programs and Standards (OPS) to the Office of Student Services (OSS), this Commission
CMO 9, s. 2006	Policies and Standards for Bachelor of Science in Agroforestry (BSAF)
CMO 10, s. 2006	Policies, Standards and Guidelines for Medical Education
CMO 11, s. 2006	Guidelines for the Selection of Student Participants in the Summer Youth Camp "A Democracy Summer Fest: Engaging Filipino Youth on Democracy Through Leadership, Civic Engagement, and the Arts"
CMO 12, s. 2006	CHED Priority Courses from AY 2006-2007 to AY 2009-2010
CMO 13, s. 2006	Prohibiting Higher Education Institutions (HEIs) from Forcing their Graduates and Graduating Students to Enroll in their Own Review Centers and/or Review Centers of their Preference
CMO 15, s. 2006	Five Year Data/Information Collection on Research for the Research Management Information System (RMIS) from AY 1999 to 2004
CMO 16, s. 2006	General Health Science Curriculum for Health Related Programs Amending CMO No. 27 s. 1998 otherwise known as "The Common Two-Year Associate Health Science Education"
CMO 17, s. 2006	Implementing Guidelines for the Identification, Support and Development of Centers of Excellence and Centers of Development for Health Related Education Programs
CMO 18, s. 2006	Policies, Standards and Guidelines for Radiologic Technology Education
CMO 19, s. 2006	Implementing Guidelines for the Identification, Support and Development of Centers of Excellence and Centers of Development for Information Technology
CMO 20, s. 2006	AY 2006-2007 Higher Education Data/Information Collection
CMO 21, s. 2006	Guidelines on Student Affairs and Services Program
CMO 22, s. 2006	Policies and Standards for Bachelor of Science in Office Administration (BSOA)

CMO 23, s. 2006	Procedures and Guidelines on Granting CHED Financial Assistance to Higher Education Institutions Undergoing Voluntary Accreditation
CMO 24, s. 2006	Policies, Standards and Guidelines for Physical Therapy and Occupational Therapy Education
CMO 25, s. 2006	Implementing Guidelines for the PGMA Higher Education Loan Program
CMO 26, s. 2006	Implementing Rules and Regulations for Emergency Financial Assistance for Students (E-FAST) Program
CMO 27, s. 2006	Implementation of the Ladderized Interface Between Technical Vocational Education and Training and Higher Education as Provided in Executive Order No. 358 Entitled, "To Institutionalize a Ladderized Interface Between Technical-Vocational Education and Training (TVET) and Higher Education (HE)"
CMO 28, s. 2006	Policies, Standards and Guidelines for the Grant and/or Retention of Maritime University Status
CMO 29, s. 2006	Implementing Rules and Regulations for CHED Scholarship and Grant-In-Aid Programs
CMO 31, s. 2006	Participation of Tertiary Students in the Tree Planting Project Entitled "Philippine Highway Green Chain Project"
CMO 32, s. 2006	Policies, Standards and Guidelines on the Establishment and Operation of Local Colleges and Universities
CMO 33, s. 2006	Policies, Standards and Guidelines for Dental Education
CMO 34, s. 2006	New Procedures in the Processing of Applications for Government Authority to Operate Doctor of Dental Medicine (DMD) Program
CMO 35, s. 2006	Credit Transfer Program as Part of the Implementation of Executive Order No. 358 " To Institutionalize a Ladderized Interface Between Technical-Vocational Education and Training (TVET) and Higher Education (HE)"
CMO 36, s. 2006	Recognition of the National Certificate Qualification of Students and Workers Who Want to Enroll in a Ladderized Degree Program in Accordance with the Implementation of Executive Order No. 358 " To Institutionalize a Ladderized Interface Between Technical-Vocational Education and Training (TVET) and Higher Education (HE)" Issued by President Gloria Macapagal-Arroyo
CMO 37, s. 2006	Revised Policies, Standards and Guidelines (PSGs) on the Implementation of Ladderized Interface Between Technical-Vocational Education and Training and Higher Education as Provided in Executive Order No. 358 "To Institutionalize a Ladderized Interface Between Technical-Vocational Education and Training (TVET) and Higher Education (HE)" and Amending CMO No. 37, series of 2006
CMO 38, s. 2006	Procedures in the Processing of Applications for the Grant of Authority to Operate Ladderized Programs as Part of the Implementation of Executive Order No. 358 "To Institutionalize a Ladderized Interface Between Technical-Vocational Education and Training (TVET) and Higher Education (HE)"
CMO 39, s. 2006	Policies, Standards and Guidelines for Bachelor of Science in Business Administration (BSBA)

CMO 40, s. 2006	Guidelines for the Implementation of the CHED Continuing Education Program (CEP)
CMO 41, s. 2006	Supplemental Guidelines for the Search for Best HEI Research Programs
CMO 42, s. 2006	Amendments to CMO No. 14, s. 2005 entitled "The Guidelines and Procedures to be Observed by Higher Education Institutions (HEIs) Intending to Increase Tuition and Other School Fees and Introduce New Fees"
CMO 43, s. 2006	Policies and Standards for Bachelor of Science in Fisheries (BSFI) Program
CMO 44, s. 2006	Policies, Standards and Guidelines for Bachelor of Science in Forestry (BSF)
CMO 45, s. 2006	Policies and Standards for Bachelor of Science in Food Technology (BS Food Technology)
CMO 46, s. 2006	Designating Commissioner Hja. Luningning Misuarez-Umar, Ed.D. as the Alternate of the CHED Chairman as Signatory to the Certificate of Accreditation of Local and Foreign Training Partners of Higher Education Institutions (HEIs) in the Implementation of the International Practicum Training Program (IPTP)
CMO 47, s. 2006	Policies and Standards for Master's and Doctor's Degree Programs in Criminal Justice with Specialization in Criminology
CMO 48, s. 2006	Criteria and Implementing Guidelines for the Identification, Support and Development of Centers of Excellence (COEs) and Centers of Development (CODs) for Criminology Program
CMO 49, s. 2006	Implementing Rules and Regulations Governing the Establishment and Operation of Review Centers and Similar Entities in the Philippines Pursuant to Executive Order No. 566
CMO 50, s. 2006	Recognition of Specialized, Allied and Related Post-Graduate Degrees as Qualification for Teaching Professional Mechanical Engineering Courses
CMO 51, s. 2006	2007 National Scholarship Qualifying Examination (NSQE)
CMO 52, s. 2006	New Policies and Guidelines for the Grant of Autonomous and Deregulated Status to Selected Private Higher Education Institutions with Benefits Accruing Thereto
CMO 53, s. 2006	Policies and Standards for Information Technology Education (ITE) Programs
CMO 55, s. 2006	Revised Policies and Standards on the Centers of Excellence Project
CMO 56, s. 2006	Policies and Guidelines on the Conferment of Honorary Degrees by Higher Education Institutions (HEIs)
CMO 57, s. 2006	Collegiate Academic Calendar for AY 2007-2008
CMO 58, s. 2006	Implementing Rules and Regulations for the Study Grant Program for the Dependents of Tobacco Growers
CMO 59, s. 2006	Supplemental Guidelines Governing CHED Memorandum Order (CMO) No. 38, s. 2005, entitled "Implementing Rules and Regulations for the Implementation of the Bridging Program for the BS Mechanical Engineering (BSME) and the BS Electrical Engineering (BSEE) to BS Marine Engineering (BSMarE) Program"

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